

Worcestershire Recovery Planning: Supporting the Implementation of Phased School Return in Covid19 conditions

Risk Assessment tool

Please be aware that this document has been designed to support assessment and decision making for schools when considering their plans for the different phases of recovery. Reference to the latest DfE government guidance should be made when considering the prompts.

Background

This document has been developed for education settings in Worcestershire and has drawn upon a range of examples from other local areas in the West Midlands and further afield along with including Worcestershire context and design.

Principles

This document is based upon the principles of:

- Any phased recovery plan nationally will be determined by the governmental five tests which need to be met and sustained.
 - Making sure the NHS can cope
 - A 'sustained and consistent' fall in the daily death rate
 - Rate of infection decreasing to 'manageable levels'
 - Ensuring supply of tests and PPE can meet future demand
 - Being confident any adjustments would not risk a second peak
- The prompts in this document aim to provide consistency by principle, rather than consistency by provision as assessed and implemented contextually at a school level.

The Worcestershire Education Incident Planning Group for COVID-19 have agreed a set of basic principles some of which have been in place throughout this COVID response period and some relate to the basis of working towards recovery.

- The highest priority and consideration will be the safety and wellbeing of Worcestershire children, young people, families and staff
- Reducing the risk of infection and following PHE/DFE guidance is key to any risk assessment and related actions
- We want to support a collaborative approach across Worcestershire schools and settings, governors and trust boards, Worcestershire County Council, Worcestershire Children First, DfE, Trade Unions and other key stakeholders
- We want to support a sustainable and progressive approach to wider reopening
- Increasing the attendance for vulnerable children along with children of critical workers will continue to be a priority
- An inclusive and therapeutic approach to reintegration will be taken, and particularly for those children and young people who may find a return to school or setting challenging
- Schools and settings will work with partners to support children and their families, for example health services, Here2Help and social care
- We will continue to reflect, assess, learn and share with our schools, settings and from other examples

Risk Assessment

The following Probability and Impact Matrix uses the combination of probability and impact scores of individual risks and ranks them for easy handling of the risks. Each Theme and area of consideration should be RAG scored using the probability and impact matrix to help to determine which risks need detailed risk response plans.

		Impact				
		Trivial	Minor	Moderate	Major	Extreme
Probability	Rare	Low	Low	Low	Medium	Medium
	Unlikely	Low	Low	Medium	Medium	Medium
	Moderate	Low	Medium	Medium	Medium	High
	Likely	Medium	Medium	Medium	High	High
	Very likely	Medium	Medium	High	High	High

Where you identify key issues or risks that you feel need support in addressing please contact us at support@worcschildrenfirst.org.uk with your request and we will be in touch with you. If you are an academy school please contact your DfE link also.

The RAG score reflects when steps and measures have been put in to reduce risk.

The following guidance is a series of checklists with a range of questions leaders may want to consider when thinking about the process of re-opening their school. Leaders can use this as a basis for their thinking, planning and their discussions with senior leaders, staff, pupils, families and governors, adding/deleting as appropriate for their own school.

If a maintained school, we would strongly advise that you utilise your School Improvement Advisor to support you in the planning process.

The following considerations can be applied and adapted to primary (including nursery where applicable), secondary, all-through and special schools.

Recovery planning: Guidance for re-opening your school

Phase I/II/III

Phase I
Current

Phase II
Gradual managed expansion

Phase III
Sustained provision

Theme 1: Protective measures and hygiene

Theme 2: Accommodation / site usage

Theme 3: Staffing

Theme 5: Communication

Theme 6: Pupil and staff well-being

Theme 7: Suppliers

Theme 8: Cost

Contents

Worcestershire Recovery Planning: Supporting the Implementation of Phased School Return in Covid19 conditions.....	
Background	1
Principles	1
Risk Assessment	
General guidance and links for reference:	4
Theme 1: Protective measures and hygiene	
Identify procedure for dealing with waste of PPE and from cleaning of possible symptomatic cases.....	11
Update: Reopening Council Buildings Checklist 120520	12
• Updated Testing link and CV37	13
Theme 2: Accommodation / site usage	
Update: Reopening Council Buildings Checklist 120520	16
• Update: Reopening Council Buildings Checklist 120520	16
Theme 3: Staffing	
• Update: CV36 HR Updated guidance for school leaders:	18
Theme 4: Communication.....	
Theme 5: Pupil and staff well-being	
Theme 6: Suppliers	
Theme 7: Costs associated with expanded opening	

General guidance and links for reference:

- Public health England <https://www.gov.uk/government/organisations/public-health-england>
- NHS: <https://www.nhs.uk/conditions/coronavirus-covid-19/what-to-do-if-you-or-someone-you-live-with-has-coronavirus-symptoms/>
- Government advice: <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>

- DfE <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- A detailed Theme and key guidance for action for health and safety is available at: www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak
- Information re testing: <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>
- Preparing for the wider opening of schools from 1 June <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june>
- Actions for schools during the coronavirus outbreak <https://www.gov.uk/government/publications/covid-19-school-closures>
- Actions for early years and childcare providers during the coronavirus outbreak <https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures>
- Actions for FE colleges and providers during the coronavirus outbreak <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision>
- Worcestershire Covid 19 Education Bulletins: http://www.worcestershire.gov.uk/downloads/download/1421/coronavirus_covid-19_education_and_early_help_bulletin_for_schools

Theme 1: Protective measures and hygiene					
Consider:	Suggestions /consideration	Issues & actions to manage risk	R	A	G
How have leaders added to/adapted the health and safety policy and other associated policies to include aspects linked to COVID-19 management?		<ul style="list-style-type: none"> Adjustments to the fire / evac policy. Separate fire assembly points introduced to encourage social distancing whilst maintaining bubbles. Following guidance from WCF and DfE. Staff guidance for management of risks. Separate entry/exit points introduced as well as barriers to be introduced to keep year group bubbles apart. Protocol for when a known case needs to be reported to Public Health England HPT. Track and trace procedure in place. Appendix 4 		Y	
Have you ensured that all health and safety compliance checks have been undertaken before opening?		<ul style="list-style-type: none"> Health and Safety checks have been completed as normal as no full closure and school open to KWV provision 			Y
Are staff, parents and pupils aware of the key COVID-19 prevention control measures: <ul style="list-style-type: none"> avoiding contact with anyone with symptoms frequent hand cleaning and good respiratory hygiene practices regular cleaning of settings minimising contact and mixing (social distancing) 	Ensure staff have been signposted to government guidance on coronavirus symptoms and protection measures in schools to prevent transmission and obtain confirmation that has been read. Share government key messages, information, guidance and resources (posters, social media, and website links) with parents and pupils. Share school local policy or procedures with staff and parents Undertake risk assessment with staff if they will need to work within 2 metres of others.	<ul style="list-style-type: none"> School policies will be made available for all staff. Operations Manager in contact with cleaning company to give frequent updates. School is using all its social media reach. MPO has shared all key messages. A letter regarding our policies and procedures will be sent to parents. Students to be kept in year group bubbles across the school. 			Y

<p>Have you put in place actions to prevent and minimise contact with individuals who have COVID-19 symptoms?</p>	<p>Ensure staff/parents/pupils/suppliers are advised to not attend school if they or any member of their household has symptoms or has been identified as a positive case.</p> <p>Ensure staff/parents/pupils know and adhere to self-isolation (7 days for the case and 14 days for their household)</p> <p>Identify and communicate local testing facilities for staff as essential workers and include in staff absence procedure if staff develop symptoms</p> <p>Is there a system in place to notify school of absence due if a suspected or positive case? Is there a process to check isolation is adhered to for staff and pupils?</p> <p>Develop and share guidance/procedure for when a pupil or staff member develops COVID-19 symptoms whilst in school (go home/await collection by a member of their family or household).</p> <p>Identify a room/place (at least 2m from others) where a child can be isolated if develops symptoms. Is this a room that can be ventilated with a door that can be closed? Identify a bathroom designated for use if needed whilst waiting.</p>	<ul style="list-style-type: none"> Isolation will be broken down into separate year group interventions in rooms selected near / in year bubbles. Students will be in the same room, at the same desk as much as possible to stop contamination risks. All desks will be cleared daily and cleaned down thoroughly. Specialist areas will be cleaned down at the end of every lesson. Health warnings in letter explaining about conformed cases. Information on e-Bug poster explaining what those symptoms are and what to look for. System in place to notify school of absence due to a suspected or positive case (built into our attendance protocol). Staff will be able to alert with Radios / SIMS / email if they believe someone in their room has a suspected case. PPE and first aid kit will be in the small meeting room to save time responding. PPE will also be available when treating regular first aid calls. Cleaners will be on site during the provision is on with PPE if needed. JMA and RRA have final say on whether case is suspected COVID-19. 		Y	
<p>Have you put in place opportunities for pupils and staff to clean their hands more</p>	<p>Ensure pupils and staff can clean their hands-on arrival at the setting, before and</p>	<ul style="list-style-type: none"> Each classroom will have a 'sanitation station' 		Y	

<p>often?</p>	<p>after eating, and after sneezing or coughing</p> <p>Ensure that help is available for children and young people who have trouble cleaning their hands independently</p> <p>Consider supervision and promotion of frequent handwashing with soap and water for 20 seconds and drying thoroughly. Consider how to encourage young children to learn and practise these habits through games, songs and repetition.</p> <p>Ensure that sufficient handwashing facilities and consumables are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments</p> <p>Timetable regular hand washing opportunities into daily routines (ensure there are adequate supplies of anti-bacterial hand gel and soap)</p> <p>Refer to DfE Planning Guide, Appendix C: Display posters produced by e-Bug re hygiene practice:</p> <ul style="list-style-type: none"> • Horrid hands • Super sneezes • Hand hygiene • Respiratory hygiene <p>Microbe mania</p>	<p>available with Hand sanitizer, disposable cloth, bactericidal spray.</p> <ul style="list-style-type: none"> • All toilets will have hot water supply, soap will be available and soap reserves are available on site. • Hand gel is available at all building entry/exit points. • DfE posters about hand washing, length of time etc. are displayed. • Toilet cleaning will be regularly cleaned throughout the day and good hand cleaning will be encouraged whilst inside the toilet. • Hand sanitising for students on entry to the classroom. 			
<p>Have you implemented good respiratory hygiene practices in the setting?</p>	<p>What action can be taken to encourage children not to touch their mouth, eyes and nose</p>	<ul style="list-style-type: none"> • All classroom selected have access to windows / doors to have a good amount of natural non mechanical air circulation. These will be open daily 			<p>Y</p>

	<p>Promote the use of a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')</p> <p>Arrangements for bins for tissues to be emptied throughout the day</p> <p>Ensure well ventilation using ventilated using natural ventilation (opening windows) or ventilation units</p>	<p>and doors pinned open where possible and safe to do so.</p> <ul style="list-style-type: none"> Students will be briefed on the expectations of how they should act during their time in their classroom. 			
Have you identified how you will clean schools regularly and thoroughly and regularly clean surfaces that are frequently touched?	<p>Assessment and identification of increased and thorough regular cleaning of rooms and facilities as well as in between cohorts of children</p> <p>Risk assess frequently touched surfaces and touch points and identify how often they will be cleaned. Consider cleaning surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal.</p>	<ul style="list-style-type: none"> Widest gates available in use for the entry and exit point. Only touch point is external to internal doors, sanitizer available after pull handle. Door can be pushed without need to use hands. Classrooms will be cleared of any touchable items. Updates daily to the cleaning supervisor and cleaning manager. 2 extra cleaners on site daily as well as regular clean at the start / end of the day. 			Y
How will you check to ensure higher than normal levels of essential supplies are in stock to meet increased cleaning requirements, including a 'deeper' clean?	<p>Identify and remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)</p> <p>Review and ensure increased supplies of usual cleaning products like detergents, disinfectants and bleach for increased cleaning. Review and implement process for checking stock of cleaning products</p> <p>Ensure availability and supply of deep cleaning products if needed to clean following any spillage of COVID-19 fluids</p>	<ul style="list-style-type: none"> Stockpile of key items, disposable cloths, cleaner, sanitiser, gloves. Cleaning company will be informed of plans and procure cleaning items if more are needed. Deep clean of the school at the end of the summer break. 			Y

<p>Has the capacity and availability of cleaning staff been considered to meet the increased need for cleanliness and hygiene of the premises?</p>	<p>Leaders to identify if this is the case in advance of reopening – explore individual cleaners extending their hours and working more flexibly if other cleaners are absent (e.g. working before and after school operating hours) – If cleaners are provided by a traded service, does the company have the capacity to utilise cleaners from other schools?</p> <p>A nominated member of staff monitors the standards of cleaning in school and identifies any additional cleaning measures.</p> <p>Whilst pupils are at break time/lunchtime clean tables/door handles with a disinfectant spray. Gloves to be worn during this and hands washed afterwards. Cleaners to act upon guidance normally linked to ‘deep cleans’ as part of their daily procedures (i.e. a focus on door handles, toilets, changing room, toys in the EY, etc.)</p> <p>Pupils to clean IT equipment (esp. keyboards) with anti-bacterial wipes after use.</p>	<ul style="list-style-type: none"> • Students will remain in classrooms where possible. • Cleaners have updated risk assessments and best working practices updated in their ‘RED FOLDER’. • Increased focus for cleaners to look at contact points. • 2 extra cleaners will be in place from contractor to assist in house cleaner. <ul style="list-style-type: none"> ○ Cleaners will be allocated off the canteen layout. One cleaner for Y11, one to Y9/10 and one to Y7/8. • Areas for cleaning will be canteen between each eating session, door touchpoints inside and outside the classroom as well as stair cases and toilets. • Toilets will be cleaned every hour as they may have been used mixed year group with break times. • Classrooms will have anti bac spray and cloth for cleaning tables and keyboards as and when needed. • Teachers will have their own box to move their materials around in with sanitisation kit inside. • Communal areas for staff will having cleaning equipment for computers and will be attended throughout the day by on site cleaning staff. 			Y
<p>Has appropriate use and supply of PPE been identified?</p> <p><i>PPE is only needed in a very small number of cases:</i></p> <ul style="list-style-type: none"> • children, young people and learners whose care routinely already involves the 	<p>Ensure a small stock of PPE for use by staff supervising children who develop symptoms whilst at school before they go home.</p> <p>Identify pupils whose care routinely already involves the use of PPE due to</p>	<ul style="list-style-type: none"> • Waste PPE to be double bagged and kept by bin for 24 hours before going into refuse. • Stock of PPE available. Operations Manager and Finance team can order more when needed. • Strong relationship with local supplier with same day / next day delivery. 		Y	

<p><i>use of PPE due to their intimate care needs should continue to receive their care in the same way</i></p> <ul style="list-style-type: none"> <i>• PPE should be worn if 2 metres cannot be maintained from any child, young person or other learner displaying coronavirus symptoms</i> 	<p>their intimate care needs. Risk assessment for PPE required for those pupils.</p> <p>Train relevant staff, where appropriate, on how to minimise the risk of infection and how to use appropriate PPE. Include access to videos and resources around donning and doffing of PPE</p> <p>Identify mechanism for order of PPE supply</p> <p>Identify procedure for dealing with waste of PPE and from cleaning of possible symptomatic cases</p>	<ul style="list-style-type: none"> • Where needed staff will be advised how to put on / take off PPE if less than a 2-metre distance cannot be maintained. 			
<p>Have you determined how to minimise contact and mixing (social distancing) by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)?</p>	<p>Risk assess and communicate process for drop off and collection (only one parent if accompanied), allocated times, how to minimise adult contact for example at entrances.</p> <p>Risk assess and determine your organisation of small class groups, organisation of classrooms and other learning environments such as workshops and science labs, maintaining space between seats and desks where possible.</p> <p>Risk assess and refresh your timetables to reduce movement around the school/building, consider what can be delivered outdoors, staggering assembly groups and break times so that children are not moving around at the same time</p> <p>Identify how children and young people</p>	<ul style="list-style-type: none"> • 'Bubbles' set up for year groups. Classroom set up with 2m distancing in mind for staff to students. • Teachers will be moving to the classrooms to cut down on hallway traffic. • Classrooms relayed in rows all facing the same direction. • Teacher has 2m space at the front of the class. • Staggered finishing times. • Specialist classrooms have completed their own RA's and have got steps in place to reduce risk. • Malvern Block will have a one way system in place. • Protocols for face masks in place for Teachers to ask students to wear face masks. 			Y

	<p>will arrive, and reduce any unnecessary travel on coaches, buses or public transport where possible. Develop suitable travel plans and how to communicate this with parents.</p> <p>Risk assess and identify plans to keep cohorts of small groups of children together where possible every day, ensuring the same teacher and other staff, using the same desks and the same rooms.</p> <p>Risk assess to reduce mixing within the school by applying one-way circulation, staggered lunch breaks, use of toilets and other facilities.</p>				
<p>Have leaders checked the building and grounds for health and safety issues? Are all 'normal' tasks being carried out/planned such as fire alarm testing, legionella risk assessments, repairs, grass cutting, servicing of equipment or PAT testing? Check the boiler and heating, utilities, and internet services are working if the school building has been closed.</p>	<p>Update: Reopening Council Buildings Checklist 120520 http://www.worcestershire.gov.uk/recovery/schools</p>	<ul style="list-style-type: none"> • The building had been open and in use, tea areas that will be in use will pose no higher risk than a 'business as usual day'. • Checklist has been worked through by the site team. • No PAT test issues. • Grounds have been maintained. • Fire Alarm testing has gone ahead as normal. 		Y	
<p>Worcestershire supporting tools and resources:</p> <ul style="list-style-type: none"> • Coronavirus (COVID-19) general FAQs for education providers: Public health - cleaning and protective equipment http://www.worcestershire.gov.uk/info/20774/coronavirus_covid-19_advice_for_schools_and_education_settings/2211/coronavirus_covid-19_general_faqs_for_education_providers/4 • Safe working including use of PPE: Bulletin CV35 http://www.worcestershire.gov.uk/downloads/file/12524/education_and_early_help_bulletin_covid-19_update_35_-_15_may_2020 • Covid19 Testing for education staff: Bulletin CV28 					

<p>http://www.worcestershire.gov.uk/downloads/file/12499/education_and_early_help_bulletin_covid-19_update_28 - 1 may 2020 and CV25 http://www.worcestershire.gov.uk/downloads/file/12479/education_and_early_help_bulletin_covid-19_update_25 - 24 april 2020</p> <ul style="list-style-type: none"> • Updated Testing link and CV37 <p>http://www.worcestershire.gov.uk/downloads/file/12546/education_and_early_help_bulletin_covid-19_update_37_-_20_may_2020</p> <ul style="list-style-type: none"> • If you are unable to access essential supplies, please contact: CV19Logistics@worcestershire.gov.uk where someone will contact you to discuss your requirements and provide any support possible. • Personal Protective Equipment (PPE) in Schools: Bulletin CV38 • Coronavirus COVID-19 Education and Early Help Bulletin 38 Worcestershire County Council • Worcestershire Public Health guidance to mainstream schools: http://www.worcestershire.gov.uk/downloads/download/1433/phased_re-opening_of_schools_and_settings_documents • Worcestershire Public Health guidance to special schools http://www.worcestershire.gov.uk/downloads/download/1433/phased_re-opening_of_schools_and_settings_documents • Legionella instructions for schools and Decision trees http://www.worcestershire.gov.uk/downloads/download/1433/phased_re-opening_of_schools_and_settings_documents 			
<p>DfE guidance:</p> <ul style="list-style-type: none"> • Prevention and control- https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19 • PPE: https://www.gov.uk/government/collections/coronavirus-covid-19-personal-protective-equipment-ppe • Information retesting: https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested • Social distancing: https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings • Safe working in education, childcare and children’s social care: Preventing and controlling infection, including the use of PPE, in education, childcare and children’s social care settings during the coronavirus outbreak.https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care • Coronavirus (COVID-19): implementing protective measures in education and childcare settings https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings • Guidance for schools and other educational settings about the novel coronavirus, COVID-19. https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19 			

Theme 2: Accommodation / site usage



Consider:	Suggestions /consideration	Issues & actions to manage risk	R	A	G
Has the school site been assessed to ascertain the maximum capacity/proportion of pupils that can physically be in school at any one time with social distancing applied?		<ul style="list-style-type: none"> Classrooms have all been set up to the advice as laid out in the Guidance for full opening: schools, where the seats and desks are all facing forwards and the teacher has 2m in which to teach and sit at a desk where possible. Where 2m is not possible from the desk the maximum distance has been used. Each non-teaching room will be assessed for how many people it can hold. 		Y	
With social distancing in mind, how many pupils can be safely taught in each classroom area? How will each classroom be set out to ensure all pupils can follow social distancing effectively?	Consider the lay-out of desks to maximise capacity whilst maintaining social distancing. If half the class or less is in attendance, every pupil could have an individual desk/table. Look at allocating equipment for individual pupils. Where possible and safe to do so, open windows to provide ventilation.	<ul style="list-style-type: none"> Students will bring their own equipment as per regular school policy. Classrooms all set to face forward in rows where room movement allows this to happen. All rooms have some sort of ventilation that can be used where needed. Rooms / Teacher boxes will have spare equipment if needed to avoid the need to share equipment. 		Y	
What is school's rationale as to which year groups/pupils are considered as a priority to have in school first?		<ul style="list-style-type: none"> Year groups will be separated into bubbles and kept apart from one another with staggered end times to stop all students leaving all at once. See Appendix 1 and Appendix 2. 			Y
What physical changes and adaptations will leaders need to think about to ensure a safe entry and safe exit to the school for all?	Produce clear FAQ's for parents guiding them through the reopening process and directly addressing identified concerns Share with parents the importance of not congregating at the gate to chat and the reasons for this – schools have limited control over this, but they can educate parents and reinforce the government's message. Consider where possible, having a one-way system in place. If not possible consider use of marked out waiting/passing zones. Think about any stairs and lifts in the school. Plan for the supervision of handwashing / sanitising facilities at the start of the school day.	<ul style="list-style-type: none"> On entry, students will have a year group specific entrance as seen in Appendix 1. Barriers will be in place to guide students into their Zone as seen in Appendix 2. Sanitising will be available on entrance to school building. Additionally, teachers will physically give sanitiser to all students at the beginning of each lesson. Spray bottles with sanitiser will be in classrooms for teachers to sanitise the student's hands. Entrance / Exit areas will be monitored to move students on and stop congregating. 		Y	
How will the entry and exit	Pupils to come straight into school through a range	<ul style="list-style-type: none"> Year bubbles will enter through their own entrance / exit. 			Y

<p>be supervised and labelled/marked out including appropriate signage?</p>	<p>of pre-determined entrances that are manned and controlled by staff (this will limit the gathering of pupils and parents on the playground). Consider the use of high-viz tape on the road if that is appropriate and Have temporary markings on the playground to support social distancing. Pupils to use anti-bacterial hand gel as they enter the building at the start of the day and exit at the end of the day.</p>	<ul style="list-style-type: none"> • SLT to oversee entry of classes where possible. • Sanitiser will be available in classrooms if needed, surplus is held on site. • Students rooming timetable will be adjusted to their zone. • Students will have their hands sanitized when they enter a new classroom. • All doors and windows will be open where possible and reasonable minimise touch points. 			
<p>How will leaders stagger start/finish times/playtimes and lunchtimes to support social distancing measures?</p>	<p>Close cloakrooms and pupils to use the back of their chairs and under their desks to store coats and belongings. Pupils to eat sandwiches at their desk in the classroom and pupils who have school dinners in the dining hall to observe queuing rules and seating to be organised to provide the 2-metre gap. Educate pupils about social distancing when lining-up. Consider using floor markers and limit the need for lining-up.</p>	<ul style="list-style-type: none"> • At the end of the day there will be staggered exit times over 20 minutes to release all the year groups separately. • Separate canteen spaces and eateries set up. 			Y
<p>How are leaders making sure the use of school space both inside and outside is used effectively to ensure the safety of all pupils adhering to social distancing recommendations?</p>	<p>Timetable regular hand washing opportunities into daily routines (ensure there are adequate supplies of anti-bacterial hand gel and soap)</p> <p>Refer to DfE Planning Guide, Appendix C: Display posters produced by e-Bug re hygiene practice:</p> <ul style="list-style-type: none"> • Horrid hands • Super sneezes • Hand hygiene • Respiratory hygiene • Microbe mania 	<ul style="list-style-type: none"> • Students will remain at their desks as much as possible. • PE kit to be worn if PE on that day. • Benches put around the site for maximising outdoor space. • JMA has made a rigid plan around break cover. 			Y
<p>How could you adapt the timetable to allow for more socially distant activities (E.g. outdoor learning/use of hall?)</p>	<p>Timetable created to maximise social distancing.</p> <p>E-Bug posters are up to replace old posters before lockdown.</p> <p>Hot water and soap available in toilets.</p> <p>Students will be at their desk as much as possible other than to go to the toilet where they will be able to clean their hands. Hand sanitiser available in the classroom.</p> <p>Students will be encouraged to clean their hands with sanitiser at the beginning and end of each lesson.</p>				Y
<p>What implications will social distancing changes have on movement around the</p>	<p>Display clear signage around the school to indicate movement in corridors/communal areas. You might also need to adjust your fire drill</p>	<ul style="list-style-type: none"> • Teaching staff will release one year group at a time to ensure minimal amount of contact. 			Y

school?	<p>procedures and practice it in the first week when more pupils return. Refer to advice on fire safety in new and existing school buildings.</p> <p>Update: Reopening Council Buildings Checklist 120520 http://www.worcestershire.gov.uk/recoveryschools</p>	<ul style="list-style-type: none"> • Fire drill guidelines have been updated for this temporary change. • Staff will be trained through the altered fire evacuation policy. 			
<p>Have leaders looked at premises use for lettings to make decisions about whether these will remain stopped/restart/fully operational again? (Consider financial implications as well as in 'normal' times, care for pupils for working parents)</p>		<ul style="list-style-type: none"> • Lettings are currently still suspended. Plan to try and reintroduce around September after working out extra cleaning costing. • Loss of income to build into financial forecasts. 	Y		
<p>Worcestershire supporting tools and resources:</p> <ul style="list-style-type: none"> • Covid 19 Schools Phased return space planning considerations http://www.worcestershire.gov.uk/phasedschoolsreopening • Update: Reopening Council Buildings Checklist 120520 http://www.worcestershire.gov.uk/recoveryschools 					
<p>DfE guidance:</p> <ul style="list-style-type: none"> • Premises: https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak • Managing school premises during the coronavirus outbreak: https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak • A detailed checklist and key guidance for action for health and safety is available at: www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak • Social distancing: https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings • Guidance for full opening – Schools: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-2-school-operations 					



Theme 3: Staffing

Theme 3: Staffing			R	A	G
Consider:	Suggestions / consideration	Issues & actions to manage risk	R	A	G
What is the capacity of staff?	Refer to DfE Planning Guide, section 2	<ul style="list-style-type: none"> All staff have been contacted about their capacity to return and timetables have been built from that. There is enough capacity to meet current demand. 			Y
Are all staff clear on the absence reporting system linked to COVID-19? How do leaders know?		<ul style="list-style-type: none"> Continue to use the same system for absence reporting. 			Y
How are leaders going to communicate and consult over the re-opening plan for their school?		<ul style="list-style-type: none"> High levels of communication throughout the current situation. Continue same level. Plan to email staff medium term plan to all staff. If there are any more changes this will also be communicated. 			Y
What minimum staffing will you require daily with the model of pupil re-entry you have chosen?		<ul style="list-style-type: none"> Staffing will be at pre-lockdown levels with shielding etc. being removed. 			Y
How will staff working arrangements be different and how will you involve them in this process?		<ul style="list-style-type: none"> Specialist areas will meet and collect students and take them over to the specialist classrooms to be taught. Each specialist area will have their own bespoke risk assessment to detailing their own plans. 			Y
What cover plans have been thought of should leaders/teachers have significant absence? (at all staff levels)		<ul style="list-style-type: none"> Cover system will be used as before the lockdown. 			Y
How will leaders evaluate the well-being and personal and emotional needs of staff who are dealing with anxiety, loss, fear and upset?	<p>Ensure staff are aware of resources the school already links to. Signpost staff to Education Support (free, 24hr service for education workers)</p> <p>Write and issue staff with guidance on protecting and maintaining good mental health.</p> <p>Ensure that staff have a clear forum in school for raising practical or emotional concerns that they may have about returning.</p>	<ul style="list-style-type: none"> SLT and Line Managers available to any staff that need it. 			Y

	<p>Identify 'mental health' first aiders for staff and ensure that all staff know who these are and how to contact them.</p>				
<p>Worcestershire supporting tools and resources:</p> <ul style="list-style-type: none"> CV28 HR guidance for maintained schools on staff who have a vulnerable health condition http://www.worcestershire.gov.uk/downloads/file/12499/education_and_early_help_bulletin_covid-19_update_28 - 1 may 2020 CV27 HR guidance on working from home http://www.worcestershire.gov.uk/downloads/file/12498/education_and_early_help_bulletin_covid-19_update_27 - 30 april 2020 Coronavirus COVID-19 frequently asked questions for schools - HR guidance for schools on Coronavirus (COVID-19) issues http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_schools/2196/coronavirus_covid-19_frequently_asked_questions_for_schools/7 <ul style="list-style-type: none"> Update: CV36 HR Updated guidance for school leaders: http://www.worcestershire.gov.uk/downloads/file/12539/education_and_early_help_bulletin_covid-19_update_36 - 18 may 2020 					
<p>DfE guidance:</p> <ul style="list-style-type: none"> Advice: https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance Data protection: https://www.gov.uk/government/publications/data-protection-toolkit-for-schools NQT advice: https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers Critical workers who can access schools or educational settings: https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision 					



Consider:	Suggestions / consideration	Issues & actions to manage risk	R	A	G
How will leaders communicate with pupils returning to school?	Produce posters that can be displayed around the school in key locations and shared with parents to reinforce key messages around washing hands, social distancing etc. Clear procedures in place for the return of pupils and staff following illness	<ul style="list-style-type: none"> Parents will be communicated via Letter / email about the plans for the reopening. As much guidance a possible will be included on letter to parents along with an FAQ sheet. 			Y
How will leaders communicate with parents during the various phases of re-opening?	Utilise technology as much as possible to keep lines of communication open. Consider video link/email/school social media/newsletter.	<ul style="list-style-type: none"> Letter home and emails used. Text reminder around email. Social media channels are used. 			Y
What on-going weekly/regular communication could be used to ensure parents are kept well-informed?		<ul style="list-style-type: none"> As and when more information comes about or there is any changes to the provision, communication will be made. 			Y
Have leaders considered parental choice re sending their children into school – what might this guidance and advice look like and be for parents?		<ul style="list-style-type: none"> Parents will be communicated via Letter / email about the plans for the reopening. As much guidance a possible will be included on letter to parents along with an FAQ sheet. 		Y	Y
How will staff communicate with each other throughout the school day?	Use of staff radios to communicate with duty staff and to support social distancing measures.	<ul style="list-style-type: none"> Radios will be placed around for them to be used as best as possible. Email and teams will be used for large information drops to staff. 			Y
To have a clear 'day one' plan in place that is well understood by all. Communication with staff pre and post reopening	Leaders to carefully map day one activities to support pupils as they return.	<ul style="list-style-type: none"> Plan has been built and a 'Teams' briefing to staff will take place. TEDay will be used to communicate plans going forward. 			Y
Worcestershire supporting tools and resources:					
<ul style="list-style-type: none"> Coronavirus COVID-19 frequently asked questions for schools - Health services: http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_schools/2196/coronavirus_covid-19_frequently_asked_questions_for_schools/5 Covid19 (coronavirus) Worcestershire Health and Care Trust Service updates: https://www.hacw.nhs.uk/covid19/ 					
DfE guidance:					
<ul style="list-style-type: none"> Pupils' mental health support/pastoral care at home: https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak#helping-children-and-young-people-cope-with-stress 					

- Parents: <https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19>
- Parents with pupils with SEND: <https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19>
- Supporting parents: <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#working-with-parents>

Theme 5: Pupil and staff well-being

Theme 5: Pupil and staff well-being			R	A	G
Consider:	Suggestions / consideration	Issues & actions to manage risk	R	A	G
How are leaders going to		<ul style="list-style-type: none"> • Communication will be made via email, letter, 			Y

<p>communicate and consult over the re-opening plan for their school?</p>		<p>phone call and the same for people contacting.</p> <ul style="list-style-type: none"> Plan explaining how return would work was communicated before the end of term. Use of social media channels to communicate. 			
<p>How will staff keep themselves safe and be kept safe?</p>	<p><i>Issue all staff with up to date information and national guidance about the signs, symptoms and transmission of COVID-19. Issue all staff on return with current guidance regarding social distancing and hand-washing.</i></p> <p>Ensure that wipes are placed next to all telephones in school and staff are directed to wipe phones/shared keyboards before and after use.</p>	<ul style="list-style-type: none"> Guidelines have been made and as many precautions taken as possible to reduce risk. Risk assessment completed and checked through by Operations Manager / SLT / Governor. Briefing will be held detailing information. Full PPE on hand. Classrooms set out as per guidance with 2m teaching space and room set out in rows. C4 set up as work space for when not teaching. 'Supply Box' made up for all teaching staff with sanitiser, pens and equipment. Staff who are higher risk can have a Risk Assessment completed with them. A face mask policy has been created whereby staff can ask students to wear them as they see necessary i.e. in a speciality subject environment. 			Y
<p>How will leaders evaluate the well-being and personal and emotional needs of staff, especially those who are dealing with anxiety, loss, fear and upset? (Also referred to in Theme 4)</p>	<p><i>Ensure staff are aware of resources the school already links to.</i></p> <p><i>Signpost staff to Education Support (free, 24hr service for education workers)</i></p> <p><i>Write and issue staff with guidance on protecting and maintaining good mental health.</i></p> <p><i>Ensure that staff have a clear forum in school for raising practical or emotional concerns that they may have about returning.</i></p> <p><i>Identify 'mental health' first aiders for staff and ensure that all staff know who these are and how to contact them.</i></p>	<ul style="list-style-type: none"> See Theme 4. 			Y
<p>What support will staff require to effectively manage the return of pupils to school?</p>		<ul style="list-style-type: none"> Enough staff in the meet the demand of pupils. Plans made to deal with situations if they arise. Guidelines available as a FAQ. 			Y

		<ul style="list-style-type: none"> Line managers are available for staff to talk to if they have any concerns. 			
How will the return be managed with staff changing regularly? How will staff be informed of this information?		<ul style="list-style-type: none"> Where possible student movement will be kept to a minimum and teaching staff will move to the class. Social distancing is able to be maintained with all adults in the building and will be encouraged as much as possible with students in and outside the classrooms. Sanitisation stations will be made up for each classroom as well as the teachers having their own kit. 		Y	
Worcestershire supporting tools and resources: <ul style="list-style-type: none"> Babcock support for schools, settings, parents and pupils: https://www.babcockprime.co.uk/coronavirus-support-for-schools-settings-parents-and-pupils HR Guidance - Staff well-being and resilience - Bulletin CV23 http://www.worcestershire.gov.uk/downloads/file/12452/education and early help bulletin covid-19 update 23 - 21 april 2020 					
DFE guidance: <ul style="list-style-type: none"> NQT advice: https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers Supporting wellbeing https://www.gov.uk/guidance/supporting-pupils-wellbeing 					

Theme 6: Suppliers

Theme 6: Suppliers			R	A	G
Consider:	Suggestions / consideration	Issues & actions to manage risk	R	A	G
How will leaders ensure that visitors to the school do not	Limit all but essential visitors to school	<ul style="list-style-type: none"> Only essential visits onto the site will be planned in. Still receiving post and parcels, these will all be directed for the back door 			Y

increase the levels of risk of spreading COVID-19? E.g., food suppliers, grounds maintenance, transport providers	Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures including when in school.	and encouraged not to directly sign for ourselves. This is being covered by most companies now. <ul style="list-style-type: none"> • Reception to use video intercom on door to any visitors not expected. • Area will be set up for parents to drop off belongings forgotten by students. 			
Has the reintroduction of contracts been considered linked to rationale for reopening? E.g.: Cleaning; IT support; catering; financial support services.		<ul style="list-style-type: none"> • Continue as is. 			Y
Have catering requirements been assessed, alongside your catering supplier's capacity?		<ul style="list-style-type: none"> • Both Primary schools that we supply meals to have been contacted around what they will do with their meals and shared with the catering team. • Second canteen created out of 'Blue Room' along with Theatre. • New hot plate ordered for these works. 	Y		
Has the site team/assigned person increased stock levels for cleaning, toilet and hygiene products, first aid, and soap and hand sanitiser? This will take time to order and be delivered.		<ul style="list-style-type: none"> • Site team prepped for work needed to be carried out. • Sanitiser is fully available on site. • Cleaning stock and cleaners have been allocated to areas on site. 			Y
How any scheduled building works could continue whilst the school is in the re-opening phase.	Agree approach to any scheduled or ongoing building works with the contractor. Liaise with the LA if appropriate. Liaise with building firm to ascertain their current working procedures - is it possible to bring work forward whilst the school is partially closed to most pupils, or move back to October half term?	<ul style="list-style-type: none"> • Only ad hoc maintenance will be carried out. No major works planned. 			Y
Have additional supplies	Refer to DfE Planning	<ul style="list-style-type: none"> • Posters displayed. 			Y

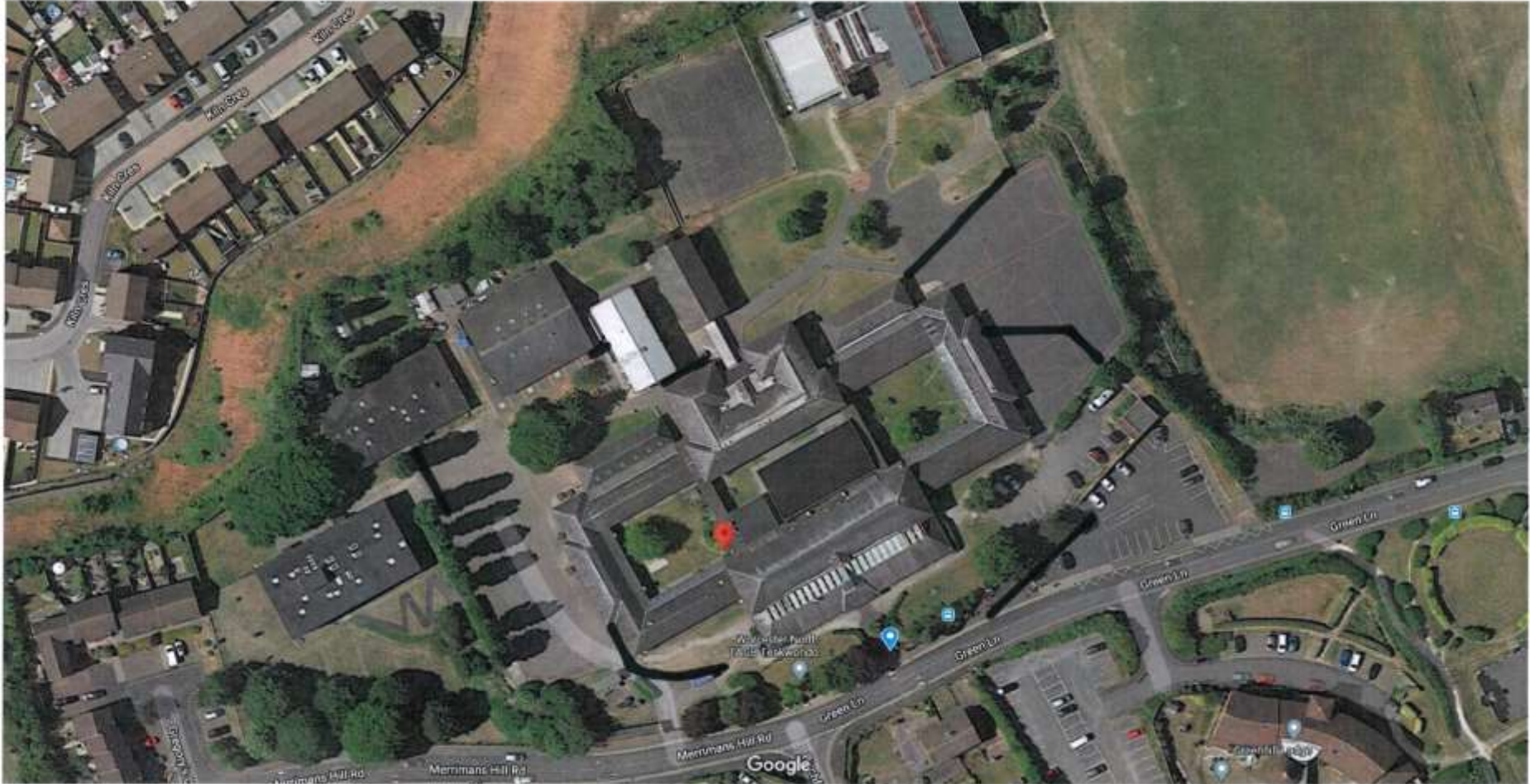
<p>associated with reopening been ordered?</p>	<p>Document, Appendix D:</p> <ul style="list-style-type: none"> posters (to encourage consistency on hygiene and keeping to their own group) soap for sinks, and where there is no sink nearby, hand sanitiser in rooms/learning environments disposable paper towels cleaning products sanitising wipes for wiping some equipment lidded bins tape for cordoning off areas and marking floors 	<ul style="list-style-type: none"> Soap and replacement dispensers are ready should they be needed. Full sanitation kits ready with kit as advised. Kits for each Teacher across the school have been stored as well as kits for every room for cleaning down spaces etc. 			
<p>Worcestershire supporting tools and resources:</p> <ul style="list-style-type: none"> Coronavirus COVID-19 frequently asked questions for schools - Free school meals: http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_schools/2196/coronavirus_covid-19_frequently_asked_questions_for_schools/3 Coronavirus COVID-19 frequently asked questions for schools - Funding and payments: http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_schools/2196/coronavirus_covid-19_frequently_asked_questions_for_schools/4 					
<p>DfE guidance:</p> <ul style="list-style-type: none"> https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings Providing free school meals during the coronavirus outbreak https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance 					
Theme 7: Costs associated with expanded opening					
Consider:	Suggestions /consideration	Issues & actions to manage risk	R	A	G
Is there a business continuity plan that can be adapted to		<ul style="list-style-type: none"> Business continuity plan has been monitored throughout the pandemic. Add/remove as necessary. 		Y	

reflect the changes and the phases of re-opening?					
What additional costs are leaders having to incur that were not planned into the original budget, and how will this impact upon the current budget plan and resources? Can any of these be reclaimed from government? E.g. additional cleaning; support for FSM?		<ul style="list-style-type: none"> Government guidance is that claims will only be honoured if the school needs to use reserves to fund any additional costs. Work with finance team and keep separate list in the finance system of any additional or extras ordered. 		Y	
Are leaders aware of the delays and cancellations of some financial returns? E.g. BFRO for academies cancelled		<ul style="list-style-type: none"> Aware the BFRO did not have to be completed. Signed up to and receive regular ESFA/DFE updates. Member of the Worcester Association of Business Managers and the FD Forum so receive updates through these. 			Y
Have leaders evaluated the impact of lettings and the finance implications of possibly not restarting or a phased re-opening of lettings?		<ul style="list-style-type: none"> The school set a surplus budget and even with additional costs of FSM vouchers and loss of income from Catering and lettings the school will have a surplus budget of around £150k, understanding that may be unable to make a claim for any of these additional costs. Look into getting letting open again ASAP with a potential cost passed onto customers for cleaning costs. 			Y
Have leaders risk reviewed all related safety concerns with financial implications including premises, cleaning, water hygiene, fire safety, gas safety, ventilation etc.?		<ul style="list-style-type: none"> All building safety has been monitored. All rooms checked and audited through summer break. Classrooms noted where needed. 			Y
<p>Worcestershire supporting tools and resources:</p> <ul style="list-style-type: none"> Coronavirus COVID-19 frequently asked questions for schools - Funding and payments: http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_schools/2196/coronavirus_covid-19_frequently_asked_questions_for_schools/4 					
<p>DfE guidance on finance:</p> <ul style="list-style-type: none"> Financial support: https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and- 					

<p>childrens-social-care/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care</p> <ul style="list-style-type: none"> • Exceptional costs: https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools/school-funding-exceptional-costs-associated-with-coronavirus-covid-19-for-the-period-march-to-july-2020 • Reducing burdens: https://www.gov.uk/government/publications/coronavirus-covid-19-reducing-burdens-on-educational-and-care-settings/reducing-burdens-on-educational-and-care-settings 			
---	--	--	--

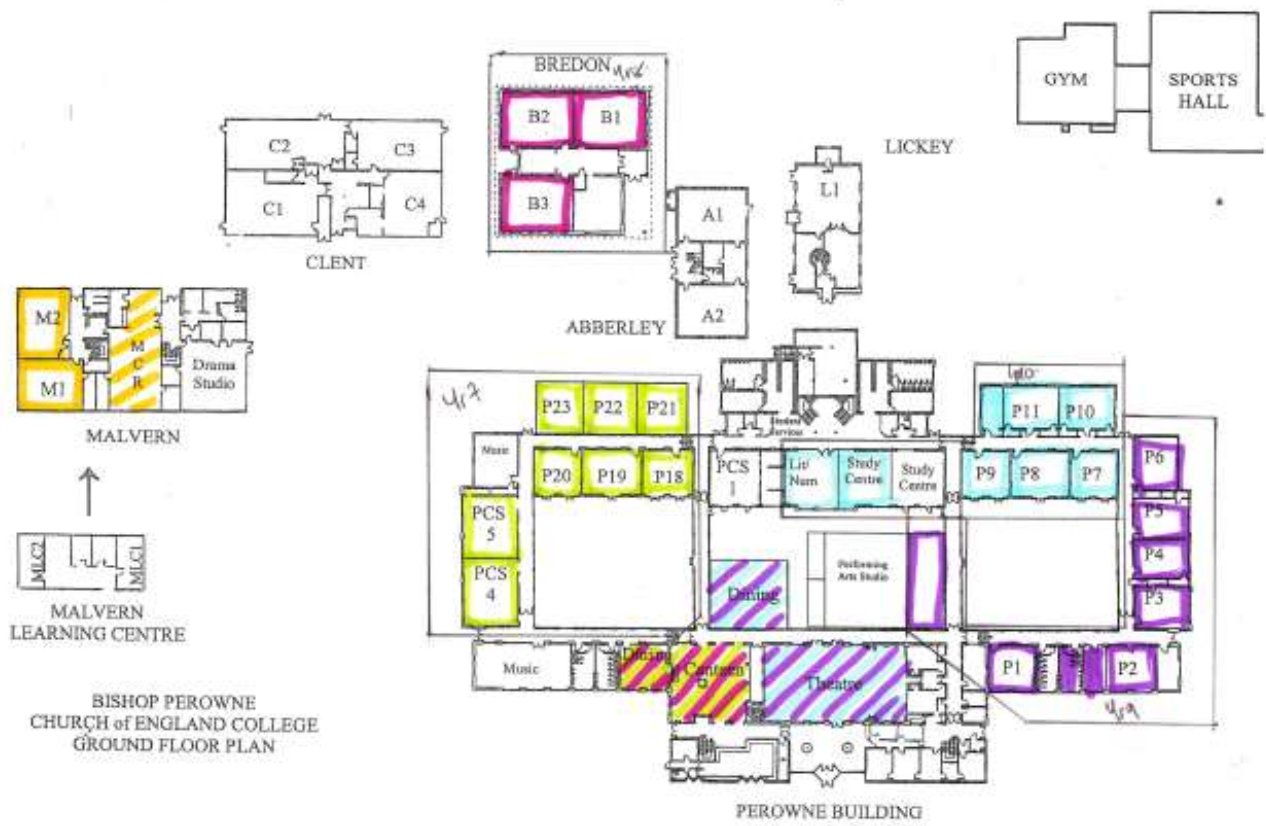
Appendix 1

Google Maps WR3 8LE

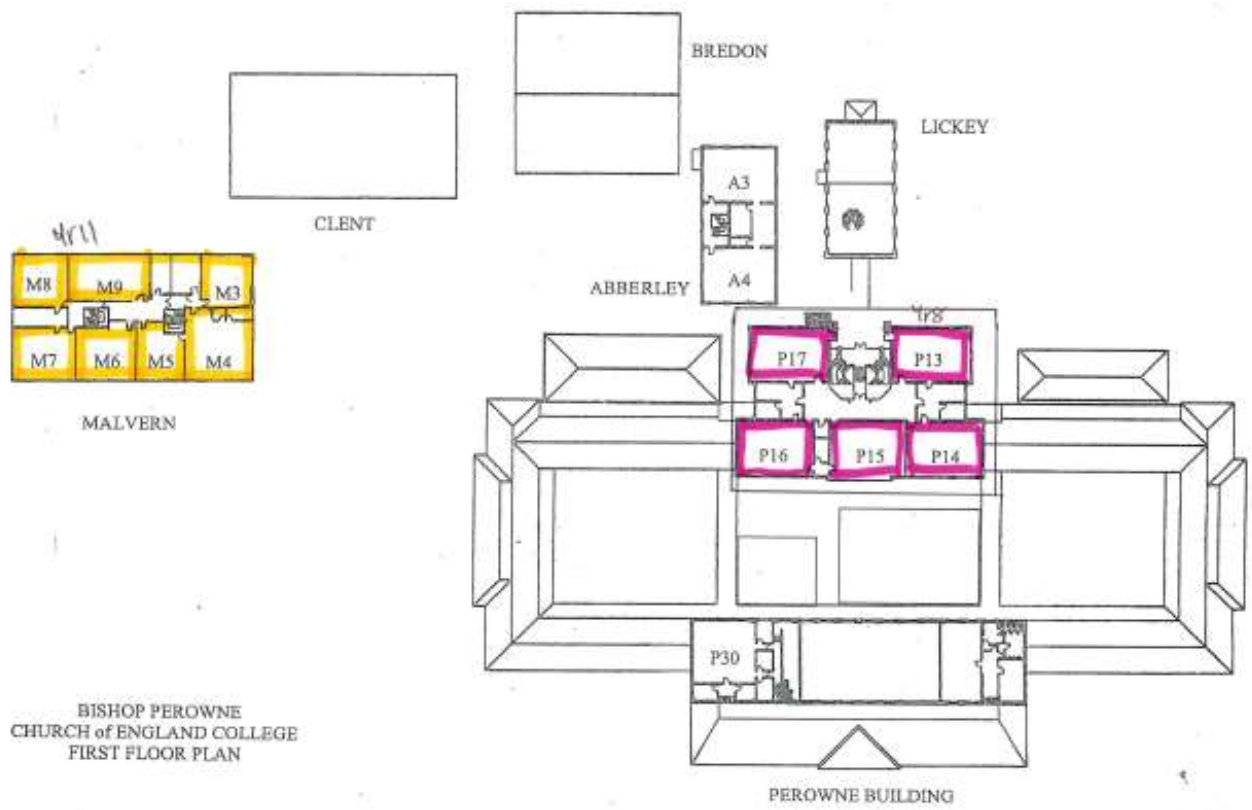


Imagery ©2020 CNES / Airbus, Getmapping plc, infosterra Ltd & Bluesky, Maxar Technologies, Map data ©2020 20 m

Appendix 2



A



A

Key Points

System of controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

Prevention:

1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
2. Clean hands thoroughly more often than usual
3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
5. Minimise contact between individuals and maintain social distancing wherever possible
6. Where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances.

Response to any infection:

7. engage with the NHS Test and Trace process
8. manage confirmed cases of coronavirus (COVID-19) amongst the school community
9. contain any outbreak by following local health protection team advice

Numbers 7 to 9 must be followed in every case where they are relevant.

- There cannot be a 'one-size-fits-all' approach where the system of controls describes every scenario.
- Groups are likely to need to be the size of a year group to enable the school to deliver the full range of curriculum subjects and students to receive specialist teaching.
- It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children.
- For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible.
- The school has made small adaptations to the classroom to support distancing where possible. This includes seating pupils side by side and facing forwards, rather than face to face or side on, and moving unnecessary furniture out of classrooms to make more space.
- The school has staggered break times and lunch times to allow time for cleaning surfaces in the dining hall between groups, creation of another canteen.
- A shared staff space has been set up to be used to help staff to distance from each other in C4, there are 6 computers as well as 6 desks to work on. Use of staff rooms should be minimised where possible.
- There are no restrictions on students using the toilet, there is a plan in place for them to be cleaned every hour by the boosted on site cleaning team.

Track and Trace plan & details

Public Health England

2nd Floor, Kidderminster Library
Market Street
Kidderminster
Worcestershire
DY10 1AB

Telephone: 0344 225 3560 (option 2)

Out of hours advice: 01384 679 031

As a School we understand the NHS Test and Trace process and how to contact their local [Public Health England health protection team](#) via the address and contact details above. Staff members and parents/carers understand that they will need to be ready and willing to:

- [book a test](#) if they or their child are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit
- provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace
- [self-isolate](#) if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19)

Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS [testing and tracing for coronavirus website](#), or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.

The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. More details on new testing avenues will become available and can be communicated so that everyone understands what the quickest and easiest way is to get a test. By the autumn term, we should be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or a member of staff who has developed symptoms at school, where we think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.

We ask parents and staff to inform them immediately of the results of a test:

- if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.
- if someone tests positive, they should follow the '[stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)' and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.

Manage confirmed cases of coronavirus (COVID-19) amongst the school community

We will take swift action when we become aware that someone who has attended has tested positive for coronavirus (COVID-19). We will contact the local health protection team. This team will also contact school directly

if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.

The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.

The health protection team will work with the school in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, we must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:

- direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)
- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
- travelling in a small vehicle, like a car, with an infected person

The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we can create a report of pupils and staff in each group, and any close contact that takes places between children and staff for the a given date range. This will contain all the details needed for the track and trace team. We do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.

A template letter will be provided to the school, on the advice of the health protection team, to send to parents and staff if needed. We must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.

Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#). They should get a test, and:

- if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.
- if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#)

We will not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.

Contain any outbreak by following local health protection team advice

If we have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, we may have an outbreak, and must continue to work with our local health protection team who will be able to advise if additional action is required.

In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.

In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person’s class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.

Appendix 5

Checklist	Yes	No
General Management		
Can you confirm you have signposted all staff to government guidance on COVID-19 symptoms and protection measures in schools and obtained confirmation that has been read.		
Can you confirm that government COVID-19 key messages, information, guidance and resources have been shared with parents and pupils.		
Can you confirm that you have shared your schools local COVID-19 policy or procedures with staff and parents		
Can you confirm that you have identified any Extremely Clinically Vulnerable staff (shielded category) and that they are remaining at home and being supported to work at home?		
Can you confirm that any staff who live with someone who is Extremely Clinically Vulnerable (shielded), who is attending on site, is able to adhere to stringent social distancing in your school?		
Can you confirm that any clinically vulnerable staff with pre-existing health conditions are either: <ul style="list-style-type: none"> • working from home where possible, or if this is not possible you have discussed with them: • working in the safest on-site role, staying 2 metres away from others wherever possible, or • The risks have been assessed and agreed with the member of staff if they will need to work within 2 metres of others. 		
Can you confirm that any pupils who are Extremely Clinically Vulnerable (shielded category) shall not be attending school and will continue to be supported at home as much as possible		
Minimise contact with individuals who have COVID-19 symptoms		
Can you confirm you have advised staff/parents/pupils/suppliers to not attend school if they or any member of their household has COVID-19 symptoms or has been identified as a positive case.		
Can you confirm that staff /parents/pupils have been made aware of the principles of the self-isolation requirements (7 days for the case and 14 days for their household)		
Can you confirm there is a process to check staff and pupils do not re-turn before recommended 7 or 14 days absence?		
Can you confirm you are aware of local testing arrangements for staff		
Can you confirm you are aware of local reporting arrangements for new suspected cases (staff and pupils)		
Can you confirm you have a procedure in place for when a pupil or staff member develops COVID-19 symptoms whilst in school that adheres to guidance (go home/await collection by a member of their family or household).		
Frequent hand cleaning		
Can you confirm your pupils and staff can clean their hands and have this timetabled in where necessary, on arrival at the setting, before and after eating, toileting, after play, after sneezing or coughing, and before leaving.		

Can you ensure that help is available for children and young people who have trouble cleaning their hands independently		
Can you confirm that supervision and promotion of frequent hand-washing with soap and water for 20 seconds and drying thoroughly. Consider how to encourage children to learn and practice these habits through games, songs and repetition.		
Can you confirm that sufficient handwashing facilities and consumables such as hand sanitisers are available.		
Can you confirm that a timetable for regular handwashing opportunities into daily routines (ensure there are adequate supplies of anti-bacterial hand gel and soap) has been implemented.		
Can you confirm that you have referred to DfE Planning Guide. Dis-play posters produced by e-bug re :		
Horrid hands		
Super sneezes		
Hand Hygiene		
Respiratory hygiene		
Microbe Mania		
Good respiratory hygiene		
Can you confirm sufficient access to tissues for coughs or sneezes and availability of bins for tissue waste ('catch it, bin it, kill it')		
Can you confirm that action has been taken to encourage children not to touch their mouth, eyes and nose		
Regular cleaning of settings		
Can you confirm you have assessed and implemented an increased and thorough regular cleaning of rooms and facilities as well as in be-tween cohorts of children		
Can you confirm you have risk assessed frequently touched surfaces and touch points and identified how often they will be cleaned		
Can you confirm soft furnishings, soft toys and toys that are hard to clean have been identified and removed.		
Appropriate use and supply of PPE		
Can you confirm you are aware how to order PPE and have ordered a small stock for supervising children who develop symptoms at school before they go home.		
Can you confirm you have identified those pupils whose care routinely already involves the use of PPE due to their intimate care needs and risk assessed the PPE required for those pupils including any aerosol generating procedures.		
Can you confirm you have trained relevant staff how to use appropriate PPE.		
Can you confirm you have a procedure for dealing with waste from PPE		
Minimising contact & mixing		
Can you confirm you have risk assessed and communicated your pro-cess for drop off and collection minimising adult contact		

<p>Can you confirm you have risk assessed and determined your organisation of small class groups, rooms and other environments, maintaining space between seats and desks where possible.</p>		
<p>Can you confirm you have risk assessed and refreshed your timetables to reduce movement around the school/building, considered what can be delivered outdoors, staggering assembly groups and break times so that children are not moving around at the same time</p>		
<p>Can you confirm you have identified how children will arrive, and reduce any unnecessary travel on coaches, buses or public transport where possible.</p>		
<p>Can you confirm you have risk assessed and have plans to keep cohorts of small groups of children together where possible every day, ensuring the same teacher and other staff, using the same desks and the same rooms.</p>		
<p>Can you confirm you have risk assessed and have developed plans to reduce mixing within the school by for example applying one way circulation, staggered lunch breaks, use of toilets and other facilities.</p>		

Appendix 6

Year Group Bubbles and zoning:

Each year group will be self-contained within a zone of the school. There will be movement within that zone to allow set changes (e.g. from maths to English) and moves to tutor group. Students will be able to access specialist teaching rooms when accompanied by staff (staff will 'collect' students and move to rooms outside of the zone in an orderly fashion and return students to the zone at the end of lesson). Staff will move freely between year group zones. Supervision rotas will be created to monitor successful changeovers.

Year 11	Year 10	Year 9	Year 8	Year 7
M1, M2, M3, M4, M5, M6, M7, M8	P7, P8, P9, P10, P11, P12 and Study Centre	P1, P2, P3, P4, P5, P6, Long Room	P13, P14, P15, P16, P17, B1, B2	P18, P19, P20, P21, P22, P23, PCS4, PCS5

Structure of the Day:

There are some minor changes to the day, largely to ensure that break and lunchtime areas can be cleaned between sittings

	Year 11	Year 10	Year 9	Year 8	Year 7
8.30 – 9.40	Tutor and Lesson 1 *	Tutor and Lesson 1*	Tutor and Lesson 1*	Tutor and Lesson 1*	Tutor and Lesson 1*
9.40 – 10.00	Lesson 2	Lesson 2	Break	Lesson 2	Break
10.00 – 10.40			Lesson 2		Lesson 2
10.40 – 11.00	Break	Break		Break	
11.00 – 12.00	Lesson 3	Lesson 3	Lesson 3	Lesson 3	Lesson 3
12.00 – 12.30	Tutor time	Tutor Time	Lunch	Tutor Time	Lunch
12.30 – 1.30	Lesson 4	Lesson 4	Lesson 4	Lesson 4	Lesson 4
1.30 – 2.00	Lunch	Lunch	Tutor Time	Lunch	Tutor Time
2.00 – 3.00	Lesson 5	Lesson 5	Lesson 5	Lesson 5	Lesson 5
3.00 – 4.00	'Session 6'				

*AM registration and uniform equipment check carried out by lesson 1 teacher

Breaks and Lunchtimes

Each year group will be assigned to one of 3 distinct serving areas, eating spaces, toilets and outside areas. The indoor spaces will be shared and therefore cleaned after each use.

Year 11	Year 10	Year 9	Year 8	Year 7
Malvern Common Room and outside garden area	Blue Room, Theatre and East toilets and playground	Blue Room, Theatre and East toilets and playground	Canteen, Green Room and West toilets and playground	Canteen, Green Room and West toilets and playground